

## **RAINS CENTENARY ELEMENTARY**

3549 S.Hwy 501  
Mullins, SC 29574

**GRADES** PK-6 Elementary School

**ENROLLMENT** 258 Students

**PRINCIPAL** Frances Baker 843-423-4920

**SUPERINTENDENT** Dr. Everette M. Dean, Jr. 843-423-2891

**BOARD CHAIR** Mrs. Sylvia Holmes 843-661-8065

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	41	42	3

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

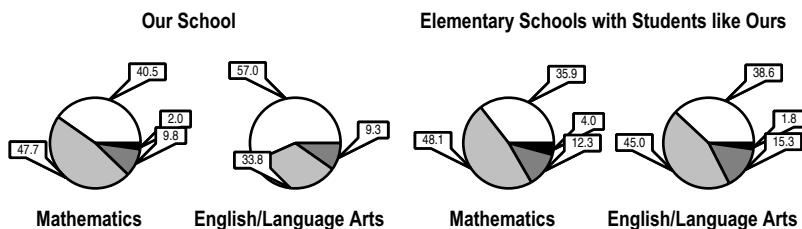
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	22	40	17
Percent satisfied with learning environment	61.9%	71.1%	88.2%
Percent satisfied with social and physical environment	86.4%	75.0%	81.3%
Percent satisfied with home-school relations	38.1%	82.5%	76.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	164	98.8	57.0	33.8	9.3	N/A	9.3	17.6
Gender								
Male	79	97.5	60.8	33.8	5.4	N/A	5.4	17.6
Female	85	100.0	53.2	33.8	13.0	N/A	13.0	17.6
Racial/Ethnic Group								
White	9	88.9	N/A	N/A	N/A	N/A	N/A	17.6
African-American	155	99.4	57.9	33.1	9.0	N/A	9.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	122	100.0	49.5	37.8	12.6	N/A	12.6	17.6
Disabled	42	95.2	77.5	22.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	164	98.8	57.0	33.8	9.3	N/A	9.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	164	98.8	57.3	33.3	9.3	N/A	9.3	17.6
Socio-Economic Status								
Subsidized meals	153	98.7	58.2	33.3	8.5	N/A	8.5	17.6
Full-pay meals	10	100.0	40.0	40.0	20.0	N/A	20.0	17.6

Mathematics								
All students	164	99.4	40.5	47.7	9.8	2.0	11.8	15.5
Gender								
Male	79	98.7	38.2	46.1	13.2	2.6	15.8	15.5
Female	85	100.0	42.9	49.4	6.5	1.3	7.8	15.5
Racial/Ethnic Group								
White	9	88.9	N/A	N/A	N/A	N/A	N/A	15.5
African-American	155	100.0	41.1	47.9	8.9	2.1	11.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	122	99.2	34.2	50.5	12.6	2.7	15.3	15.5
Disabled	42	100.0	57.1	40.5	2.4	N/A	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	164	99.4	40.5	47.7	9.8	2.0	11.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	164	99.4	40.8	47.4	9.9	2.0	11.8	15.5
Socio-Economic Status								
Subsidized meals	153	99.3	42.0	46.2	10.5	1.4	11.9	15.5
Full-pay meals	10	100.0	20.0	70.0	N/A	10.0	10.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	32	N/A	48.4	41.9	9.7	N/A	9.7
	Grade 4	41	N/A	22.0	63.4	14.6	N/A	14.6
	Grade 5	42	N/A	48.8	43.9	7.3	N/A	7.3
	Grade 6	49	N/A	61.2	30.6	8.2	N/A	8.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	95.6	48.8	36.6	14.6	N/A	14.6
	Grade 4	32	100.0	51.6	38.7	9.7	N/A	9.7
	Grade 5	44	100.0	46.2	46.2	7.7	N/A	7.7
	Grade 6	43	100.0	80.0	15.0	5.0	N/A	5.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	32	N/A	40.6	53.1	6.3	N/A	6.3
	Grade 4	41	N/A	31.7	51.2	14.6	2.4	17.1
	Grade 5	42	N/A	31.7	51.2	12.2	4.9	17.1
	Grade 6	49	N/A	42.9	49.0	8.2	N/A	8.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	100.0	55.8	41.9	2.3	N/A	2.3
	Grade 4	32	100.0	29.0	61.3	6.5	3.2	9.7
	Grade 5	44	97.7	28.2	56.4	15.4	N/A	15.4
	Grade 6	43	100.0	45.0	35.0	15.0	5.0	20.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 258)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.0%	Down from 4.0%	2.5%	2.4%
Attendance rate	95.6%	Up from 95.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.6%	Up from 3.4%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Down from 12.4%	7.3%	8.0%
Older than usual for grade	3.1%	Up from 2.4%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	39.1%	Up from 20.8%	46.7%	50.0%
Continuing contract teachers	82.6%	Up from 79.2%	77.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.8%	Down from 76.2%	79.6%	86.2%
Teacher attendance rate	95.0%	Up from 93.5%	95.1%	95.3%
Average teacher salary	\$34,355	Up 5.6%	\$38,061	\$39,909
Prof. development days/teacher	14.2 days	Down from 14.3 days	12.9 days	11.4 days

School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio	17.7 to 1	Up from 16.6 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.8%	Up from 86.8%	88.8%	89.7%
Dollars spent per pupil*	\$9,038	N/A	\$6,839	\$5,892
Percent spent on teacher salaries*	56.0%	N/A	63.3%	66.6%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Rains Centenary Elementary is a child-centered school, located in Marion County. Our mission is to ensure that all students are academically successful in progressing to the next level of education. We have implemented several instructional initiatives to assist us in meeting this goal, including: Four Blocks English language arts model, hands-on science and math training, training on state standards, the South Carolina Reading Initiative, SC Reads, computer-assisted remediation and enrichment, integrating computers in the curriculum, standards-based and authentic assessment, and Second Step (a positive social skills program). Teachers have received extensive training in these and other programs. One teacher earned National Board Certification this year. Most teachers have earned graduate degrees.

We are especially proud of the Pleasant Grove Family Literacy Center, which opened this year. The Center provides parent education and quality day care for children from birth through three years, while their parents attend adult education classes to earn high school diplomas. Nine students graduated from high school through the program this year.

Our students continue to benefit from free afterschool and summer school programs. We have partnered with Vulcan Materials Company to recognize student achievement and provide additional supplies and equipment for our school.

Rains Centenary was renovated this summer to include a remodeled office area, a new roof on the Johnson wing, and new heating/air-conditioning also for that wing. We will enjoy learning in our updated facility.

Thank you to all of the teachers, students, staff, parents, and community members who worked to help Rains Centenary have a successful school year. We invite you to continue to work with us to ensure that all of our students achieve academically and master challenging state standards. We pledge to provide a responsible, caring, and child-centered environment.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.